DOCUMENT RESUME

ED 130 754 PS 008 774

AUTHOR	Lay, Margaret; And Others
TITLE	The Responsive Care Program: Teacher's Guide. Preliminary Draft Version.
INSTITUTION	Central Midwestern Regional Educational Lab., St. Ann, Mo.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 73
NOTE	55p.; For related documents, see PS 008 723 and PS 008 773-776
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Child Care; Classroom Arrangement; Classroom Environment; Cognitive Development; *Day Care Programs; Decision Making; Discipline; Early Childhood Education; *Preschool Programs; *Program Descriptions; Social Development; *Teaching Guides; *Teaching Methods
IDENTIFIERS	*Responsive Care Program; Syracuse University

ABSTRACT

This preliminary draft version of a teacher's guide describes the philosophy of informal responsive instruction and characteristics of the Responsive Care Program. The notebook is intended to help teachers in the Responsive Care Program organize materials describing the program and materials related to their training. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires and was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when (1) a child's basic physical needs are met; (2) the child has continued access to a rich environment which provides possibilities for experiences the child can assimilate; (3) the child is free to determine the nature of her/his involvement; and (4) adults provide symbolic feedback directly and through modeling. Part I provides introductory material. Part II includes sections on the center; explorations of teaching and learning; general orientation to the Responsive Care Program; schedules for training sessions; active, task and expressive areas; overview of the day; special children; Child Repertoire Assessment Record; outdoor play; invitational activities; enforcing ground rules; adult ground rules; and decision-making procedures. (MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

04152-S-01-T-97

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED130754

THE RESPONSIVE CARE PROGRAM: TEACHER'S GUIDE

Preliminary Draft Version

June 1973

RECEIVED
AUG 29 1973
NATIONAL COORDINATION CENTER

PS 008774

by

Margaret Lay
Barbara Clark
Bette Tryon
Linda Lamme

Syracuse University

Published by CEMREL, Inc., a private nonprofit corporation supported in part as an educational laboratory by funds from the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement should be inferred.

Copyright on these materials is claimed only during the period of development, test and evaluation, unless additional authorization is granted by the National Institute of Education to claim copyright on the final materials. For information on the status of the copyright claim, contact either the copyright proprietor or the National Institute of Education.

CEMREL, Inc.

10646 St. Charles Rock Road
St. Ann, Missouri 63074
314/429-3535

Note:

The Teacher's Guide is designed to be an incomplete document until specific input is received from the director and staff of any given center undertaking the implementation of the responsive care program. Some of the sections should be completed by the director during the week-long session held at Syracuse prior to the on-site training of staff. The remainder should be compiled with the staff as an integral part of their training activity.

The Section II materials are intended to supplement and summarize specific staff training sessions. In most instances the written materials will not contain information that has not previously been presented to the trainees in some other mode.

Section III materials are not included herein since they are being prepared in conjunction with the training packets. The record-keeping portions of the packet materials will simply be organized and contained in the latter section of the Teacher's Guide as they are used by each of the staff members.

TABLE OF CONTENTS

SECTION I

INTRODUCTION 1

SECTION II

BEFORE WE BEGIN

THE CENTER 2

EXPLORATIONS OF TEACHING AND LEARNING 3

GENERAL ORIENTATION TO RESPONSIVE CARE PROGRAM 7

SCHEDULES FOR TRAINING SESSIONS 10

ACTIVE AREA 11

TASK AREA 15

EXPRESSIVE AREA 19

OVERVIEW OF THE DAY 25

SPECIAL CHILDREN 29

CHILD REPERTOIRE ASSESSMENT RECORD 31

OUTDOOR PLAY 33

INVITATIONAL ACTIVITIES 35

ENFORCING GROUND RULES 40

ADULT GROUND RULES 44

DECISION-MAKING PROCEDURES 46

SECTION III

INSERVICE TRAINING RECORD

SECTION I

INTRODUCTION

This notebook is intended to help you as a teacher in the responsive care program organize materials describing the program and materials relating to your own training. The first part of the notebook will be filled with sheets of information distributed during the initial training sessions. The second part will be used for record-keeping of your use of individual learning packets which will be supplied to you during the year.

Since the notebook is basically for your own use, you may wish to add extra pages and sections. For example, if you decide that it would be useful for you to have at hand certain other kinds of information which have not been included, such as "ideas for working with parents," feel free to add them. Although your director or training consultant may sometimes wish to examine and talk with you about your training record, any "extras" you may have included will be regarded in a very positive way. "Usefulness" is the aim of this notebook; use it in the ways <u>you</u> find most helpful.

SECTION II
BEFORE WE BEGIN: THE CENTER

(To be prepared by and/or with directors)

Names, addresses and phone numbers of local staff members:

Names, addresses, phone numbers and birth dates of enrollees:

Names, addresses and phone numbers of training consultants:

BEFORE WE BEGIN: EXPLORATIONS OF TEACHING AND LEARNING

Being a teacher of children requires that you take responsibility for helping them learn. There are many ways to do this. You might do it in a very formal way where you as the teacher decide what the child should know and also decide the best way for him to learn and then in one way or another manage to get him to do as you think he should. Many schools and classes are organized for this kind of formal teaching.

Or you might do it in a very informal way. One informal way is to let the child decide what he wants to learn and then help him in the way you decide is best. Another way is for you as a teacher to keep in your mind what the child should or might learn and then wait for a chance to teach that in a way that is related to whatever he decides to do. Perhaps the most efficient and satisfying way to help a child learn occur when you help him learn what he wants to in a way related to what he is interested in doing. These informal ways are called responsive instruction. The responsive care program relies on responsive instruction to a very great extent.

The following are some examples of the kind of interchanges between adults and children which include informal or responsive instruction -

> Don is playing at a water table with a bottle. Don says, "There's milk in this bottle." Teacher says, "oh, what will you do with it?" Don replies that he will make cookies. Teacher asks, "What kind? Molasses? Chocolate chip? I'll hold the dish so you can do that." Don has poured "milk" in dish and is stirring. Teacher asks him if he put raisins in his cookies. Don says, "yeh, raisins." After a pause in which he continues to stir, Don asks,

"What else do you put in cookies?" Teacher says, "Flour and sugar and shortening and milk, vanilla. Sometimes spices, sometimes raisins, sometimes chocolate chips. What are you putting in yours?"

Ted is helping the teacher fill paint containers for the easels. Ted says, "I'll carry the next one." Teacher asks, "Shall we have just a little bit of this yellow paint or should I make it half-full?" Ted says, "Half-full." Teacher fills jar to half-way point and says, "Okay, carry it carefully." Ted comes back and teacher says, "This time I'll hold the cup and you pour it." Teacher asks, "What color will we get next?" Ted says, "Red." Teacher says, "We already have red. What else?" Ted says, "Black." Teacher says, "Okay. Now half-full remember." Ted pours to half-way point and says, "Is that half-full?" Teacher says, "That's it. Shall we get little brushes, big brushes, or middle-sized brushes?" Ted says, "Little brushes so we can make little things." Teacher says, "You like to paint little narrow skinny lines, do you?" etc.

Mary is sticking loose leaf reinforcers on pieces of paper in rows and designs. She reaches up and puts one on her own forehead. Teacher says, "Wow, look at yourself in the mirror." Mary puts one on seated teacher's forehead. Teacher leans over beside Mary's face so both can see in mirror and says, "I'm decorated just like you--you have one on your forehead and I do too." Mary sticks more on teacher. Teacher says, "There goes one on my chin. There goes one on my right cheek. There goes one on my left cheek. How many are on me now?" Mary counts, 1--2--3--4." Teacher says, "You can put two more on me but no more than that. That will make six." Another child says that they look like clowns. Mary says to other child,

"Do you want to be a clown? How many can I put on you? You want to look funny?"

The following report was written by an undergraduate Syracuse University student who during a period of participation at the SUECEC became quite enthusiastic about incidental or responsive instruction.

> I had set out parquetry blocks for several children in a one-to-one pattern and I was hoping to find out their individual levels of discrimination--(could the child see that the blue rectangular block I had chosen was twice as long as the others in the row? Would the child get the right shape but not the same color? etc.). I ran into problems at this stage because I had not yet learned to use the cues the children were giving me. It was not until I was using play-dough with the kids one day and they were making circles that I learned to pick up their cues more consistently. I pointed out that one child had made a large, middle-sized, and small circle. When others eagerly did that as well we compared whose was largest, etc. I asked them what other shapes they knew how to make, and, other than the usual (shapes), we soon got into diamonds and pentagons and everyone wanted to know what to call the things they had made. I talked about solid geometric shapes after someone began to make a ball of play dough (a sphere). At this stage we got into cubes (a side is a square) and pyramids (a side is a triangle) and cylinder (a top is a circle). I'm not sure how much they will retain, but they were certainly producing and questioning at an intense level.

You will be learning to teach in informal and responsive ways as a teacher in this program. It wouldn't be surprising if you have some concerns about responsive teaching at this point--especially if this idea is new to you. Consider your reactions and record them on the following page.

Complete at least one of the following statements:

When I think about being a teacher in a program where most instruction is responsive I--

I like the idea of responsive instruction because--

I dislike the idea of responsive instruction because--

BEFORE WE BEGIN: GENERAL ORIENTATION TO RESPONSIVE CARE PROGRAM

Syracuse University in 1970 provided the physical setting in which the initial development and research for the responsive care program has been accomplished. Groups of 35 to 50 children, predominantly low-income inner city children from age three through six, have been enrolled in the program.

The characteristics of the program are as follows:

1. There is space for active play, for expressive activity, for quiet reflective work, for invitational activities, and for instructional sessions for individual children.
2. The structure of the program is organized in space features rather than time, i.e.,expectations for children's behavior is related to where they are rather than to a time schedule.
3. Most instruction occurs when children are involved in doing something, where the adult, with sensitivity to what the child is doing, extends the child's experience through comment, suggestion, explanation or material manipulation.
4. There are a sufficient number of different adults to provide a rich variety of experiences for the children in the major areas and through the provision of responsive teaching, invitational activities, and individual instructional sessions.
5. There is a wide variety of materials and supplies that can help facilitate the child's development.
6. There are invitational (non-compulsory) group activities such as stories, singing, field trips, cooking experiences, dramatic activities.

7. Each child has an adult in the center who keeps special records on his behaviors, who plans for and carries out with him instructional activities to extend his repertoire.

In contrast to many other preschool programs, there is no specific set of behaviors or skills that all of the children are expected to acquire to a given level, or by a given time. A broadened repertoire, "learning"but not "particular learnings" is the goal of the program. This is based on the fact that there is insufficient available knowledge of the "long-term" benefits of any particular learning to justify setting specific objectives for all the children; that, in fact, efforts to have children achieve in very specific areas however successfully brought about, may well create conditions which actually prevent growth in other directions and which eventually bring about negative consequences.

Although teacher responsibilities are carefully spelled out in the program, the teachers are encouraged to develop and make use of their own particular abilities and styles of interaction. A variety of teacher interests and abilities, instead of a uniformity, is desirable in the program, as it increases the child's opportunities for lots of different kinds of experiences. Training activities are geared to extending each teacher's awareness and repertoire for helping children grow in additional areas but not to standardize their efforts.

The responsive care program is designed to facilitate the development of children's social and cognitive repertoires. Based on the premise that it is important that the child be active in his learning, the program provides a rich environment and tries to help that learning along through responsive instructional techniques.

The questions I still have about the responsive care program are--

The most difficult thing for me to understand about how the responsive care program works is--

BEFORE WE BEGIN: SCHEDULES FOR TRAINING SESSIONS

(Prepared with director)

BEFORE WE BEGIN: THE ACTIVE AREA

The space, the materials and the equipment in the active area are basically planned to encourage large muscle activity. Quiet play is, of course, possible also. Only safety precautions should be of concern in limiting children's options for "doing" with the materials and equipment available in the area. Noise, running, teasing should be anticipated. All kinds of teaching can be done responsively in this area. And should be since most children will spend more time here than in any of the other locations in the program.

The active area source book contains a wealth of ideas on ways to use equipment for a variety of activities and for responsive teaching and on special activities to periodically introduce into the area.

The following excerpts describe the kind of activity that typifies the happenings in the active area.

Observation of R. 9:45-9:50 A.M.

R. walks over to other children. "Come on, S., J., H. Come on, J. Come on." Looks at other children who have come to him. "What team do you want to be on?" "Come on. You do just like this." R. demonstrates a 3 point football stance. "Now I gonna hike. I gonna block for you." R. runs. "J., I said I block out other players." "Kick off, J." R. and J. tackle K. (a girl). "Don't kill her, J. Get on my side, K. C'mon J., c'mon." "I'll teach ya'll how to do something. Teach you everything." R. walks around showing group one by one how to get set in football.

Observation of J. 9:20-9:25 A.M.

J. is running rapidly. Climbs quickly over a stacked block structure. Runs and jumps to C. who is pushing a cart. Runs back to pile of blocks. Climbs up and jumps off. Climbs over the block shelf with E. Runs to floor mat and rolls around with E., S., and C. Runs out of active area to go to snack location.

Observation of C. 9:10-9:15 A.M.

C. climbs up slide, slides down. Looks at K. Walks to edge of active area. Looks around until he locates C. Pretends he is throwing object to C. C. and K. continue in imaginary tossing game. Sits on bottom of slide. Climbs up slide. Chases K. on jungle gym. Climbs down. K. picks up plastic baseball bat. C. pretends to pitch imaginary ball. "B., we need a ball." B. goes and gets sheet of paper and crumples it into wad. C. says, "Is that a ball? That's a ball alright." C. squeezes it and then pitches it to K.

The ground rules for our active area will be --

(to be prepared during training session)

The teacher supervising in this area will be expected to assume responsibility for the following:

(to be prepared with director prior to and/or with staff during training sessions)

The questions I still have about the active area are--

BEFORE WE BEGIN: THE TASK AREA

The space, materials and equipment in the task area are basically planned to encourage quiet concentration. Running, teasing, noisy play are discouraged. Located in the task area are many small manipulanda, books, audio equipment, etc. Without careful organization for placement of materials and ground rules to preserve the orderliness, the task room can easily become a shambles.

The task area source book is filled with suggestions for you on activities to provide and ways to help children learn in the task area.

The following descriptions of the task room during one hour in the Syracuse program are typical of the activities and interchanges which would be regularly anticipated.

9:30 One teacher and five children in task area. All are seated at tables. One child is trying to fit pieces into number seriation board. One is examining each of the transportation and traffic flannelboard cutouts as she places them on board. One child is conversing with a teacher about his new sneakers. One is putting together a puzzle. Another child gets up and walks over to the observer and says, "You look like a giraffe." Observer has on a mottled shirt which does, indeed, look like a giraffe."

9:45 One teacher and eight children in area. Child still working on number seriation board. Two boys placing zoo and farm animal cut-outs on felt board and conversing with teacher about similarities and differences in appearance and what the animals eat. Two children are looking at same book together, Grizzwold and are deciding whether they want to listen to the story of Grizzwold on the ear phones. Two children are each constructing "swimming

pools" with Lego blocks. One child is taking out and replacing letters in the letter form board.

10:00 One teacher and five children are in area. Two children in confrontation. One is angry because other bumped her arm as she was stacking cylinders and discs. She is insisting that "D. is an ugly." Teacher is saying, "Tell D. why you are upset. Can you tell him?" Other two children continuing with work. One is stringing beads - all red beads. One is using lacing board.

10:15 One teacher and ten children in area. The angry child is now happily doing puzzle with D. Two children are inserting metal insets into form puzzles. One child is rocking and looking at the book Mike Mulligan and the Steam Shovel. Another is lying on the floor leafing through the book, What Makes Night and Day? One is placing animal cutouts in corresponding rows on felt board. One child is fingering letters from alphabet form board. One is replacing completed puzzle and selecting another. One is making a list of teachers' phone numbers in a book she has stapled together in expressive area and she is arduously forming each number on her paper at teachers' naming of it and then showing it and asking, "Is that right?"

The ground rules for children in our task area will be--

(to be prepared during training session)

The teachers supervising in this area will be expected to assume responsibility for the following:

(to be prepared with director prior to and/or with staff during training sessions)

The questions I still have about the task area are--

BEFORE WE BEGIN: THE EXPRESSIVE AREA

The space materials and equipment in the expressive area are basically planned to encourage all kinds of creative activity and experimentation with materials. The most critical concern is to arrange a setting where there can be maximal availability to diverse media and to dramatic props. To keep the area functional on a continuous basis careful arrangement of storage, centers, and ground rules is essential.

Many of the teachers' responsibilities in this area are housekeeping tasks--lots of messy clean-ups, material maintenance, etc. At least one "special" activity should be provided in the area each session in addition to the regular options routinely available. Examples of these special activities are included in the expressive area sourcebook, And So There Was Me. You will also find there many suggestions for ways of providing responsive instruction related to expressive activities.

The kinds of activities which are very appropriate for the expressive area are painting; collaging; finger painting; modeling; sculpting; carving; printing; using chalk, crayons, charcoal; sewing, stringing, weaving; water play; sand play; housekeeping and dramatic play; construction at work bench.

The following are exemplary of the kinds of activity and interchanges which occur in the expressive area.

Observation of L. 3:30-3:35 P.M.

L. is at the carpentry bench with teacher B. She is hammering a nail into piece of wood. Gets more nails out of can. Continues hammering. P. takes her wood and L. shouts, "No, that's mine." She takes her wood and moves to other end of the bench and puts piece into vise and tells teacher B. that she is ready to saw and that she will make a littler piece of wood. She saws on the piece of wood for awhile. Stands and watches J. and P. briefly. Returns to sawing her wood. Brushes hair out of eyes and watches P. hammer and she continues to saw. Asks P. to help her turn vise to tighten wood.

Observation of J. 4:17-4:22 P.M.

In housekeeping area holding stuffed animal. Walks to table and to mirror with V. Moves dog in mirror. Looks at table to right. Picks up doll. Walks with dog and doll. Pauses. Walks to bed. Puts doll in. Plays with dog walking him along top of divider. Moves two dividers together. Turns around to look at teacher. Walks to bed. "See, V." Starts talking to her about dolls going to sleep. Holding dog in lap. Watches. Stands up and reaches for blanket. Unfolds blanket and puts over doll. Bends over. "You better be good and go to sleep."

Observation of Y. 10:31-10:36 A.M.

Y is banging tamborine and looking at C. hitting tamborine and moving body to music. Looking around. Moving to music. Hitting tamborine with little stick. Looking around at other playing. Leaning against wall. Kneeling on the floor. Holding and looking at record cover. Telling C. to, "Look at this." Points out. Plays little cymbals to music. Dances a little. Adjusts record player to louder volume. Picks up magnifying glass. Looks at C., through it. Kneels on floor. Crawls on floor looking at paper through magnifying glass.

Observation of T. 10:37-10:42 A.M.

Playing with plasticene clay in mixing bowl. Says to C., "Do you know what this is? Dessert." C. says, "Can you eat it?" T. says, "Yeah, but you might throw up. I threw up all over my pajamas once and I threw up again right in school." C. says, "Watch this," and she looks. Carefully takes clay out of spoon and puts it in a little pan. Scrapes. "See it will all go in." Looks at C. and calls to him for attention. Sings along with record playing-- "Puff the Magic Dragon." Animated conversation with C. across the table.

Observation of P. 4:10-4:15 P.M.

P. is telling a story to J. P. asks him concerned questions about whether it really happened. They are both painting boxes. J. tells P., "Don't get the paint on your hands." "Why not?" She feigns tasting paint brush. C. asks her if she has ever seen a dinosaur. She tells him she has seen them in movies. She tells V. that she saw a dinosaur with blood on his mouth "and that's bad." Accidentally jabs C.'s throat with brush handle. "I'm sorry." The three continue to tell stories while painting.

Do's and Don'ts For The Expressive Area

Do's

Do plan ahead, locate or purchase needed materials for your activity, and think about responsive teaching possibilities.

Do emphasize enjoyment, exploration and creativity.

Do provide wide variety in material and experiences.

Do encourage children to try on their own.

Do be responsive to a child's cues to know that while there is a time to step in and verbalize, there is also a time to step back and allow for child self-immersion in an activity.

Don'ts

Don't provide models, stencils or patterns.

Don't make things for children.

Don't emphasize a product.

Don't demand representational work from 3 to 5's: don't expect they will be trying to draw themselves or their surroundings.

Don't say "What is that?" This makes the child think he must always make "something." Young children rarely are trying to make "something." Instead, they're just experimenting with the material.

If representational drawings occur naturally, Don't comment on proportion. Young children make something large or prominent according to how important it is to them. For example, in drawing her dog outside, a child might make the dog as tall as the easel paper, but a tree or house beside the dog might be very small. This is because the dog is something special to the child. It therefore becomes very big in her drawing. Do not comment upon this---it is her self-expression at work!

Don't say "Where's the mouth?" or "Did you ever see a red tree?" Children of this age, if they do representational things at all, are and should be expressing their own experiences. They will include what is important to them about an experience. Some things will therefore be left out depending upon the awareness of the child at the time. If you note that children omit certain features consistently, such as ears or mouth, you might give actual sensory experiences of eating, or listening and then suggest drawing (without saying anything about drawing the particular parts).

The ground rules for our expressive area will be--

(to be prepared during training session)

The teacher supervising in this area will be expected to assume responsibilities for the following:

(to be prepared with directors prior to and/or with staff during training sessions)

The questions I still have about the expressive area are--

BEFORE WE BEGIN, OVERVIEW OF THE DAY

The children in the responsive care program are not typically required to take part in any activity (except lunch and nap periods) and may spend all their time in the three area if they wish. Each individual child goes from the active to the expressive to the task area whenever he wishes and may stay as long as he likes- as long as he follows the ground rules for the use of the area. There are, however, special "events" also available such as snack, story, a group activity, outdoor play, a trip outside the center and these are invitational, that is, children are invited to participate and they may say "no" if they wish.

The schedule we will follow in our center for offering these extra events is --

(to be formulated with director and/or staff)

Each week you will receive a particular assignment of responsibilities. You will work with another staff member and the pair of you will decide between you how the responsibilities will be shared. The assignments will be --

(to be formulated with director)

The (director and/or coordinator) will help remind you of your responsibilities until the pattern becomes routine for you.

In supervision of the areas your responsibilities include

- maintaining the environment as arranged for the area
- enforcing ground rules established for the area
- providing informal responsive instruction
- periodically providing for some additional introduction of materials, possible activities in the area
- noting and reporting disabled equipment, depleted supplies, or potentially dangerous circumstances
- observing (and where applicable noting in writing for Child Repertoire Assessment Form) each child's actions and state of being.

The questions I still have about the day's schedule and the assignment responsibilities are--

BEFORE WE BEGIN: SPECIAL CHILDREN

Teachers in the responsive care program are jointly responsible for all children in the group and will provide care, responsive instruction and individual attention to all as they feel it is appropriate and to the extent it is possible for them to do so. A few of the children will also be assigned to each teacher for very special attention. The purpose is to insure that no children are overlooked and that all children have someone especially looking out for their welfare.

For each of the children assigned to you you will be responsible for

1. making at least one home visit and most later home contacts.
2. learning as much as possible through inquiry or observation about the child's general physical needs, i.e., health, diet, rest, clothing.
3. noting child's state of physical health and emotional well-being and taking action where necessary, i.e., arranging to have an ill child taken home.
4. providing individual sessions for the child on a weekly basis outside the regular program areas to do "special" things.
5. keeping an on-going record of the child's developing repertoire as spontaneously exhibited in the program structure.

My special children are--

Name	Address	Birth date	Phone

(to be prepared by director)

BEFORE WE BEGIN: CHILD REPERTOIRE ASSESSMENT RECORD

The purposes of making a record of the special child's developing repertoire are (1) to make you more aware of the diverse aspects of this child's development, (2) to serve as a basis for planning of individual work sessions, (3) to aid you in communicating with others about the child's development, and (4) to increase your overall awareness of the many dimensions of any child's development.

You have a notebook, Child Repertoire Assessment Record, for each of your special children. Before you begin to make notes in your notebooks, carefully examine the Teacher's Guide to Child Repertoire Assessment Records to make sure you understand the process to be followed and the meanings of the categories. Keep in mind that you can add extra pages to these notebooks for special things you care about which have not been included.

Your staff may wish to place boxes and sheets of paper with pencil in convenient locations in the various center areas for "on the spot" recording of behaviors of your own and others special children. These notes can be taken out of the boxes at a later point in time, sorted, distributed, and transferred into the notebooks.

The questions I still have about my responsibilities for my special children and for the record-keeping in the Child Repertoire Assessment Record are--

BEFORE WE BEGIN: OUTDOOR PLAY

The outdoors provides a different setting for active, expressive and task involvements. The contrast in sights, smells, textures, temperatures would be worthwhile for children to experience even without the healthful aspects and the advantage of extended space. It would be unfortunate to perceive of the outdoors as only providing for large muscle activity. Sand, dirt, pebbles, water, grass, weeds, live wild creatures, etc. are not to be overlooked as learning and/or expressive media.

The possibilities for outdoor activity in our center include the following ---

(to be prepared with director and/or staff)

The ground rules for children in the outdoor area are --

(to be prepared with staff)

The responsibilities of teachers in outdoor supervision are --

(to be prepared with director and/or staff)

BEFORE WE BEGIN: INVITATIONAL ACTIVITIES

Invitational events such as story reading, music activities, dramatic movement activities should be announced for all children on a regular schedule across the day. Those children from the total group who wish to participate in the announced activity should follow the announcer to the invitation area. Although most invitations are quite appropriate to all children, there are some events that are more appropriate for older children or for particular children. Some events simply cannot accommodate more than a certain number. In these cases rather than making a general announcement, the teachers may invite only particular children or sub-groups. The intent is to provide a rich variety of "extras" beyond the activities always available in the base areas.

1. Story activities--story reading; storytelling with flannel board; listening to story records; related dramatization.
2. Music activities--singing; movement with and without props, i.e. tubes, scarves, shifting colored lights; marching and parade activities; singing games; rhythm instruments.
3. Media presentations--film strips; slide showings; video tape viewing (tapes of selves); photographs and pictures.
4. Dramatic activities--puppet shows; dramatic movement; talent shows; plays (presented by staff)
5. Special art activities
6. Special visits--fireman, etc.
7. Science experiences and experiments

8. Games--color or alphabet Bingo; Lotto, etc.
9. Races and traffic flow activities
10. Dictation of group stories, picture captions, etc. (adult recording children's expression)

More specific ground rules may be imposed by the adult(s) in charge as necessary to conduct the specific activity.

The invitational activities I could offer right now without preparation are --

The invitational activities I could offer, given some preparation time, are--

The questions I still have about providing invitational activities are--

BEFORE WE BEGIN: ENFORCING GROUND RULES

It is very important that whatever expectations for behavior are set by the staff be clearly known by the children. The child who tries to determine what he may or may not do in situations in which there are no consistent standards is engaging in wasteful and frustrating efforts, since what he learns at one time may not be true later. A basic requirement for the success of the Responsive Care Model is consistent enforcement and adherence to a set of ground rules.

Although consistency of expectations among adults is critical, there is no need for adults in the "Responsive Care Program" to react to ground rule infringements in identical ways. Although staff meeting time may be devoted to discussions of the various ways in which adults might react, many ways are effective. In fact, staff members should be encouraged to consider and try out ways of "disciplining" with which they can feel comfortable and effective. Taking some action is considered to be imperative; which action is taken, however, is considered to be a matter of style and situation. The following reactions to ground rule violations, used either singly or in combination, were considered by teachers at the Syracuse Center to be relative effective:

> Say "I can't let you do that," and suggest an alternative.
> Give an explanation, i.e., "You can't do that because . . . ."
> or "If you do that . . . ."

Reward or praise nearby child who is not violating a ground rule.

Get a new, appealing activity under way by putting out new materials or extending a general invitation to divert from undesired behavior, and, once the child is involved, express pleasure at his appropriate involvement.

Give one's own personal reaction--i.e., "I don't like that; it makes me mad. It makes me mad because . . . ."

Physically and unemotionally remove child from situation explaining why if the initial reminder of ground rule has no effect.

Ask the child to remain on a certain location for a period of time if requests for conformance to ground rules are ignored.

Send the child into an isolation area, perhaps a nearby ventilated closet, if requests for conformance to ground rules are ignored.

Plan "special" things for next day (or later the same day) or plan to give extra amount of attention later when child is not engaged in undesirable behavior if the child seems to be seeking attention.

The following were considered by the staff to be far less desirable as means of changing children's behaviors in accord with the ground rules.

Scold in a cross voice.

Shout the name of the child, and say, "STOP THAT!" from wherever you are (even across the room.)

Speculate on why the child is behaving the way he is, but take no action until he misbehaves several times.

Stop the undesired behavior and, if successful, add a couple of other requirements like, "Say you're sorry." "Stop making that mad face." "Stop your crying."

Say, "I think he is doing it to get attention," and ignore the behavior.

Physically punishing, spanking, slapping, or shaking.

Threaten by saying, "If you do that again, you're going to get . . . ." If the child does it again, carry out threat.

Strategies considered to be ineffective by the SUECEC staff in changing children's behaviors in accord with ground rules were:

Ignore on belief that attention to undesired behavior is not worth the fuss.

Wait until several children are engaging in the undesired behavior before taking any action.

Wait for other teachers to handle. If no one does, say, "I guess no one else cares, why should I?"

Go to another location so you won't have to deal with the behavior.

Say, "I just <u>can't</u> manage that child." Ignore undesired behavior.

Take action only toward child who will easily cease and desist--otherwise ignore.

Ignore as long as possible, then give <u>severe</u> punishment.

Think of "special things to let child do that other children can't do. Divert by saying, "Come on, would you like to . . . ?"

Threaten, "If you do that again, you're going to get . . ." Even if the child does it again, do not carry out threat.

Again, teachers should be encouraged to use techniques with which they feel comfortable. The critical issue is not how a ground rule is enforced, but rather that it <u>is</u> enforced consistently.

The questions I still have about enforcing ground rules are--

BEFORE WE BEGIN: ADULT GROUND RULES

Center operations are likely to go more smoothly if there are clear understandings on certain nitty-gritty expectations. Try to adhere to the following:

(Prepare guidelines on such matters as absences, late arrivals, smoking, breaks, food, supervision, etc. with directors.)

The questions I still have about ground rules for myself are--

BEFORE WE BEGIN: DECISION-MAKING PROCEDURES

When it is said of the Responsive Care Program that teachers have equal and shared responsibilities for the 35 to 45 children in the group, it should not be assumed that there exists a team teaching arrangement in which the program evolves from the continued joint planning sessions of the several teachers pooling their responsibilities for the group of children. This is generally not the case. There is, instead, a given basic program structure which sets many physical parameters and teacher functions. Although there is continuous simultaneous program presence of several adult staff members, there is limited provision for staff decision-making about basic program parameters. To work in the Responsive Care Model, adults must accept certain rules and procedures regarding assignment, space use, minimal responsibilities. Within that structure they as individuals develop their own unique contributions and innovations and their own style of interacting with children, which while requiring coordination, are not necessarily subject to and seldom are topics for group discussion and decision-making.

Diversity of Staff Operational Styles

During weekly staff meetings many decisions are made by teachers regarding coordination of their activities but little regarding the overall structure or regarding the style or strategy which will be used by the adults in conducting these activities.

Adults do, of course, act as models for each other and may independently outside of formal meetings explore values and beliefs and these informal interactions will, of course, influence the involved individuals' subsequent teaching behaviors. There is no formal provision, however, for the entire group to participate in decision-making deliberations for the purpose of reaching concensus of values and corresponding operational styles. Persons accepting employment in the Responsive Care Program should, therefore, anticipate working in parallel fashion with some others whose teaching styles and strategies are quite unlike their own.

The following procedures for resolving an intra-staff conflict are recommended:

1. If a staff member has a problem which concerns another staff member, he should preferably discuss it with that person directly.
2. If this seems difficult for the concerned individual to do, the problem may instead be presented to the program coordinator. The program coordinator may, if he feels it is a legitimate concern, discuss it with the third party. If he does not feel it is a grievance which should be followed up with the third party, he explains fully to the concerned person why this is the case.
3. If these avenues do not bring results/changes or if there continue to be unresolved differences of opinion on role and responsibilities, the staff member or the program coordinator should ask for a conference with the program director.

4. If clear policy as expressed in documents describing program parameters or other statements such as Adult Ground Rules exists for the point of concerns, that policy should be followed in most instances. If not, the conference is used to explore differences and reach compromise or concensus.

5. Follow up conference(s) should be subsequently arranged with involved persons to review the resolution and reconsider as necessary.

Since the recommendations made in the prior paragraphs contrast markedly with the expectation many persons may hold that within an "open" program, persons working together should have "open" group decision-making and value deliberations, the rationale for the position perhaps need to be presented. A major reason for the extensive pre-setting of program parameters is that the intensive demands of day care preclude sufficient amount of time being allotted to staff deliberations. Typically group decision making requires time to explore at length basic values and beliefs and involves reconciliation of competing belief systems and influence patterns. The ten hour schedule typical of day care simply does not provide time for the resolutions prerequisite to effective group planning. Under these circumstances it seems preferable to encourage each individual staff member to develop his own style and strategies, whether or not it is similar to others in the program, within the overall structure designed to accommodate considerable diversity. The emphasis in any group deliberation about style and strategy is thus focused on increasing

individuals' repertoire of potential ways of behaving but not on "settling" on the way for the program.

Effects of Diversity on Children

The question of effect upon children of diversity among adult staff members in styles and strategies is, of course, the central issue in considering the wisdom of these arrangements. While it is true that the diversity may not create an easy situation for children, it is felt that it is a realistic one in that the child must adopt his responses and behaviors to differing modes comparable to the world outside the center. Extensive experience with diverse styles is considered better preparation for functioning in other situations than the kind of expectations and limited repertoire resulting from only one type of approach.

Alternative Decision-Making Strategies

With the limited amount of time available in day care for group deliberation alternative decision-making strategies may be employed to advantage to reserve time in meetings for the most crucial matters. If a staff member has an idea for a program change or innovation, he may follow the following procedure:

1. Discuss with program director to determine whether within basic program parameters and whether financially feasible.
2. Write up the idea on the SUGGESTION FORM shown on the following page which provides space for each staff member to indicate whether or not he approves of the idea or whether he feels it should be placed on the agenda to be discussed by the staff in the weekly meeting.

FORM FOR SUGGESTING PROGRAM CHANGE
IMPROVEMENT, OR INNOVATION

SUGGESTION:

SUGGESTED BY _____ DATE _____

NAME	OKAY	NOT OKAY	LET'S DISCUSS